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ABSTRACT

A summary report of the first two years of the Arizona Career Ladder Research and Evaluation Project is presented. This program, established in 1985, included the formulation of the Joint Legislative Committee on Career Ladders, which provided oversight for program implementation and development. The pilot program seeks to determine if student academic achievement is enhanced through recognizing and developing high levels of teacher performance and through a promotion system based on competence. A description is given of the program evaluation design and the research methodology used in collecting responses in the areas of: (1) general career ladder concepts; (2) staff development and training; (3) teacher evaluation systems; (4) peer evaluation; (5) career ladder placement; and (6) organizational climate. A brief summary of data returns and major results of the 1986-87 research cycle provides information on some of the variables which resulted in significant trends. A list is presented of items mentioned as important to the respondents to the evaluation survey identifying program strengths and improvement areas. A summary is offered of general conditions and impressions surrounding the project research and evaluation effort. References are included as well as sample rating scales used by respondents and graphics depicting evaluation results. (JD)

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RESEARCH & EVALUATION:

1987 Results for a Major Pilot Test Career Ladder Teacher Incentive and Development Program

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by

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RESEARCH & EVALUATION: 1987 Results for the Career Ladder Teacher Incentive and Development Program

OVERVIEW

In 1985, the Arizona Legislature established a five year Career Ladder Pilot Test Program for teachers. This action included formulation of the Joint Legislative Committee on Career Ladders (JLCCL), which provides oversight for program implementation and development. Basically, the pilot is to determine if student academic achievement is enhanced through recognizing and developing high levels of teacher performance and through a "promotion system based on competence" (Lindeman, 1986, September 23).

The research and evaluation component, which was a formal part of the legislation, is being conducted by the Center for Excellence in Education at Northern Arizona University, in cooperation with researchers at The University of Arizona and Arizona State University. The evaluation phase is in its second year. During the first cycle several districts were in the process of implementing their career ladder programs. Therefore, there is presently only one year of research data after program implementation. This is a very important factor to consider when interpreting data results. At this point, as objective observers, extreme care must be exercised in approaching any final conclusions about research data or possible cause and effect relationships.

CONCEPT DEFINITIONS AND RESEARCH METHODOLOGY

Over the first two years of the Arizona Career Ladder Research & Evaluation Project there has been considerable definition and publication of initial phases of the project. Much about research procedures, evaluation models and results of data analysis has been dissiminated to districts, professional groups and through a variety of articles and presentations (Packard, 1986; Packard, Aleamoni, Bierlein & Helmstadter, 1986; Packard & Bierlein, 1986; Bierlein, 1987; Packard and Bierlein, 1987; Packard, 1987; Packard & Morrison, 1987). The following is a brief review of the evaluation design and predominant research methodology utilized to answer questions and guide the evaluation process.

Evaluation Design

The evaluation design adopted for total program assessment over the five year pilot test is an improvement model; therefore, as a result of feedback, districts are responsible for recycling and effecting appropriate improvements or changes. The yearly cycle of data collection, analysis, reporting and feedback begins each spring so that program changes can be evaluated. As a result of the research information, districts involved are able to use the findings in continuing to review, evaluate and improve their individual teacher development and incentive plans. The research project's trend analysis and profiling will demonstrate the direction of progress over the entire program period.

Research Methodology

During May of 1986 - 87, several thousand educators received the Perception Assessment Scale (Packard, et. al., 1986) so that both the first year's baseline and second year's implementation phase data would be available in regard to the perceptions of those involved in the project. Educator responses were collected in the areas of: (1) general career ladder concepts, (2) staff development and training, (3) teacher evaluation systems, (4) peer evaluation, (5) career ladder placement, and (6) organizational climate, more specifically, a component of climate referred to as "psychological environment" (A copy of this scale and its components is shown in Exhibit D). Results of the survey were analyzed and sent to the districts for review and recycling.

From the first assessment, an extensive amount of data are being processed and analyzed. Several doctoral students are developing dissertation proposals to study the various components of research interests and needs. Over the next few years, there is great potential for many more students and district leaders to add to knowledge through study of a tremendous range of relevant variables within career ladder systems.

The purpose of this document is to provide a general summary report of the second year's information and data as a result of the established evaluation cycle. This report includes new research documentation obtained as a result of literature review, doctoral dissertations and other data sources. Available are extensive reports which provide actual data tables, charts, graphs and comparative reviews documenting the source of this summary (Packard, Dereshiwsky & Groenendal, 1987; Packard & Nichols, 1987; Packard & Fargo, 1987).

CATEGORIES CRUCIAL TO PROGRAM REFORM

This section of the report is to provide information about key areas which the NAU Project has identified to be crucial to program reform and success. The JLCCL and Pilot Districts have been alerted to the kinds of issues which clearly need to be addressed in program planning, implementation and development. Several reform movements in the past failed to recognize one or a combination of the areas which will be presented later and they no longer survive.

The literature is replete with descriptions of former program reform movements which could have provided a professional base for future development of education and teacher leaders, but in reviewing their historical evolution Packard (1987) found that, "by 1980 they essentially had vacated the educational scene." (p. 3)

Freiberg & Knight (1985) have discussed the fact that in the early 70s, the concept of differentiated staffing was basically abandoned and districts returned to the traditional staffing patterns of the previous years (Bierlein, 1987, pp. 43-47). From experience with programs such as the "Temple City Model," in the State of California, English & Sharpes (1972) reported positive changes for teachers in task differentiation, job recognition and career development, but there is little evidence of program continuation beyond the 70s.

The question which arises is, "What are the reasons for these seemingly positive teacher development programs to have fallen into disuse?" Through literature review of other programs and data results from the Arizona pilot test, the answer is becoming quite evident. For positive program development and continuation, there are at least five major interrelated areas (along with their sub-components) which the project research has identified as being predominant.

These areas and their sub-components need to be closely and systematically studied by districts involved in any system wide program change. They are listed and briefly explained as follows:

I. Research & Evaluation

For program change and reform, a research and evaluation base is a necessity, one focused on internal district and building level study. The resulting data should identify and call attention to key problems which initiate development of solutions for future progress. Packard (1987, p. 5) has reported that, "Program failures have directly been attributed to the lack of a research base. In the past, adequate collection, analysis, recording and dissimination of empirical observations were not sufficiently generated to provide evidence which would convince funding bodies to continue support."

Senator Jones Osborn, member of the Joint Legislative Committee on Career Ladders, characterized the desire of governmental leaders to gain dependable information prior to making decisions about formal program implementation. He stated that, "Districts must be willing to be a good laboratory for research or drop out." (1986, September 23) Districts in the career ladder project are providing a good laboratory for an outside test of their programs. From present project conclusions, districts need to be a good laboratory for their own internal research and development.

Senator Osborn, and many other legislators and committee members who have forwarded the view of "objective data before decision making," should be commended for their wisdom in their approach to this very complex and comprehensive reform movement.

II. Organizational Climate

The general environment in which one works has been shown to be related to individual levels of performance. Environment includes concepts and processes involving operations of interpersonal relationships, psychological well being and communication levels within organizations (Packard, 1985). Because of their effects on job performance, these functions involve important variables to study and are a key to progress with any major program implementation. More specifically, as a result of the career ladder teacher development programs, changes in feelings about one's environment must be detected and directionally tracked. After determining the nature of environmental communication problems within organizations, a correction plan needs to be implemented; the literature is clear that these factors have a strong influence on how well organizations are able to carry out functional goals.

III. The Teacher Variables

Central to the development of career ladder programs are the several important variables relating to the profession, to individual development as a teacher and to the ways individuals are held accountable for effecting student learning. In the past, the direction of program support has in large part been dependent upon the acceptance level of teacher organizations. The kind of teacher involvement and input into program development has been, and is, an essential factor to consider when looking at potential for success. Other professional issues which are just as important and relate to positive or negative aspects of program progress are, (1) teacher development, (2) teacher evaluation and (3) establishment of clear relationships of accountability between teacher performance and student academic achievement.

IV. Finance & Funding

Adequate funding is one of the most crucial issues facing reform and change in teacher development and incentive programs. Representative John King (1986, September 23) has stated, "In order for legislators to continue to go to the public for more funds we must assure them that we are paying teachers because they are good teachers." Accountability and pay for teachers is a major issue, although, there are other related factors which must be addressed.

As was shown in related data reports, whether "appropriate" financing is possible or not, intrinsic as opposed to extrinsic rewards appear to have received inadequate attention. This condition, then, requires money to be the only perceived incentive or motivator in most career ladder programs. More attention to intrinsic rewards may be able to relieve the potentially destructive pressures of an inadequate program funding base. Then too, stressing intrinsic rewards rather that the extrinsic (money) motivators eliminates the possibility that the developing career ladder concept will become just another "merit pay" plan.

V. The Change Factor

The concept of the "possibilities for change" within districts is in itself one which is very important to consider prior to and during major program reform. From the beginning, there are certain ingredients within district organizations which affect the way in which programs will be able to proceed. Because of certain school and community conditions, some will experience many more difficulties than others.

These conditions should be studied prior to program implementation, but in many cases this issue has not formally been addressed. Examples of relevant questions an organization might ask, are the following: Is there a local research and evaluation process in place? Is the organization operating in a school and community environment which allows for the probability of successful change? What are those factors in pilot test districts which are assisting in change or hindering the process? Are the communication and inservice support environments adequate? Is there career ladder teacher input and support? Is the evaluation instrumentation and process fair and equitable? Is there a built-in system for positive teacher development? Are the intrinsic and extrinsic rewards balanced and adequate?

FORMATIVE EVALUATION SUMMARY OF 1987
CAREER LADDER PROGRAM RESULTS

This section is to relay a brief summary of data returns and major results of the 1986-87 research cycles. It provided the JLCCL a preliminary preview of what was involved in the more specific data reports which were presented at the Arizona State Capitol, November 10, 1987 (Packard, 1987).

All but one district greatly increased data return rates and the range of returns for all districts was from 32% to 100%. Significant differences at a level of $p < .001$ were found among most combined variables and individual components studied (no difference was found below the $p < .01$ level). Therefore, for most tests of significance, there was less than one chance in 1000 that these findings could have happened by chance. The confidence levels regarding data trends are quite convincing. From the forced response items on the assessment scale (see Exhibit D), some of the variables which resulted in significant trends are listed and briefly explained as follows (Packard, et. al., 1987):

1. Career Ladder Teachers and Administrators exhibit a high degree of support for Career Ladder (CL) concepts in comparison to Non-Career Ladder Teachers. (See Exhibit A, for an example of how these results were shown in the support documents ((Packard, Dereshiwsky & Groenendal, 1987)).
2. There was a high degree of relationship between Administrator and Career Ladder Teacher support for CL concepts, particularly, in the areas that follow: "Improves Instruction," "High Monetary Incentives," "Teaching Levels are Clearly Defined," "Administrators Evaluate Fairly," "There is Appropriate Emphasis on Student Achievement" and "There are Opportunities for Advancement."
3. Greater amounts in hours of inservice were positively related to support for CL related concepts.
4. A lessor amount of experience in teaching resulted in much greater positive perceptions of CL related concepts. Concomitantly, the more years of experience the greater were negative perceptions of the newly initiated CL concepts.
5. There was a strong degree of difference among districts in teacher support for CL concepts (See Exhibit B, for an example of table presentations in support documents ((Packard & Fargo, 1987)).
6. There was a great amount of agreement in the extrinsic reward effects of money, but intrinsic rewards are not viewed as being well defined or utilized as a significant incentive in district CL programs.
7. There was an increasing appreciation for "Staff Development" in relation to resource availability for skill improvement.
8. There was a considerable increase from 1986 to 1987 in perceptions that there were, "Fair Evaluations by Administrators."
9. There was strong support for the CL concept of "Provides Opportunities for Advancement."
10. As a combined set, there was the greatest amount of support of what CL programs had accomplished in, "Staff Development & Training."
11. There was a significant positive relationship between "Organizational Climate" in districts and support for CL concepts implemented in those districts.
12. Overall, there exists considerable disagreement about whether CL programs, "Improve Teacher Morale" and "Encourage Teacher Cooperation." Non-Career Ladder Teachers consistently respond in an extreme negative direction to these concepts.
13. There were extreme positive to negative differences between Career Ladder Teachers and Non-Career Ladder Teachers in the concept areas of, "Attracts High Quality People," "Will Improve Instruction," "Will Improve Student Progress," "Received Adequate Inservice," "Sufficient Evaluation Time," and "Time Requirements are Worth Benefit Gains."
14. Amounts of difference in response were not great by school level, although, Elementary Levels were consistently higher in appreciation of "Teacher Evaluation System Concepts" than Middle School and High School Levels.
15. Females support CL concepts to a much greater degree than do males.

16. In priority order, Asians, Blacks, American Indians and Hispanics, show a much higher degree of support for "general career ladder concepts," than do Whites.

17. Minorities show a lower degree of appreciation for their psychological environment than do Whites.

Qualitative Results

An important element of the research methodology involves open-ended questions rather than forced choice items. Open response questions were elicited for those areas perceived to be both the strongest and the weakest aspects of career ladder programs (Packard & Nichols, 1987). After all teacher responses were collected, they were entered into a computer and analyzed. Similar types of statements were placed in categories, with a word or concept being assigned to each particular set of related responses. Out of 100% of all responses to open-ended questions, the following is a prioritized list of items mentioned as important to the respondents (See Exhibit C, for the way figures were presented in the support documents):

A. Career Ladder Program Strengths

1. 34% - Incentives: Higher pay than the traditional schedule; encourages quality teachers to keep up good work.
2. 13% - Information: Recognizes and defines specific skills; clear objectives; good inservice training; specific guidelines to follow when developing portfolio.
3. 13% - Evaluation: Evaluation system is very clear; well-trained evaluators; good peer evaluators; good evaluation instrument.
4. 10% - Structure: CLP well written and organized; CLP is criterion referenced; teaming/mentoring; consistency of career ladder committee.
5. 08% - Accountability: Teachers are held accountable; requires teachers to remain involved in all aspects of education; made teachers aware of their profession.
6. 06% - Teacher Involvement: Teacher input; teachers involved in planning; created by teachers; teacher input to creation and change.
7. 06% - Diversities: Willingness to listen; anyone can apply; essential elements of instruction; fast-tracking.
8. 05% - Professionalism: Has raised level of professionalism; encouragement of professional growth; personal satisfaction in job.
9. 05% - In-class: Does not encourage good teachers to leave the classroom; focus on teacher performance in classroom; advance and credit for what you do in your classroom.

B. Career ladder program improvement areas

1. 28% - Evaluation and Placement: Need a uniform method of evaluating Career Ladder Assessment instrument; evaluation by one person; more evaluations; vertical movement on ladder unfair.

2. 21% - Information: Provide greater assistance for new teachers; better information to participants; clearly stated goals; consistent communication of what is expected.
3. 17% - Time: Too much time in documentation; too much paper work which takes away from teaching; rewards for time spent outside of classroom.
4. 09% - Money: Needs much more money; little reward for lot of effort; more money equitably shared; the method of awarding money.
5. 08% - Special Area Teachers: The specialist teacher is graded on the same standard as the classroom teacher; need a plan for special education, resource personnel; no program for counselors; different evaluation for non-classroom personnel.
6. 07% - Diversities: Placement depends on how well you write; peer relationships; teaching edge is too heavily pushed; too political; slanted toward elementary.
7. 05% - CLP Components: Better training for mentors; more flexibility concerning type and amount of material for portfolio; better guidelines for mentors.
8. 05% - Attitude and Stress: Employee morale; stress level is too high; greed; stress related to amount of paper work; doesn't allow closeness with co-workers.

SELECTED OBSERVATIONS & CONCLUSIONS

The following is a listing which summarizes general conditions and impressions surrounding the project research and evaluation effort. As stated before, at this early juncture, caution in interpretation of recommendations to the JLCCL, has been advised due to limitations of time and project resources. The summary listing is as follows:

Needs For District Research & Evaluation. Due to the importance of developing a research & evaluation base, districts who have not developed and/or implemented formal review procedures have been encouraged to do so. The newly formed "Arizona Career Ladder Pilot District Network," which is composed of all 15 districts, will provide assistance in the collection and analysis of research data and act as a clearing house for information and support for continued program recycling and development of district programs.

Requirements of System Variability. From the literature and present research findings, there is a strong indication that many highly rated and respected teachers do not feel they are able to perform well under "non-cooperative" type conditions like those which exist in most career ladder programs. Their nature just may happen to be oriented toward cooperation rather than competition. If teachers in this category are effecting good student learning, it very well could be most rationale to develop programs which are broad enough in scope and have the variability to allow teachers to excel as instructional or classroom specialist without the threat of pursuing a career ladder track.

Other teachers may like to compete and have an opportunity to become educational/instructional leaders. All districts need instructional leaders who have specific classroom expertise administrators may not possess. They need expert assistance with teacher development activities like mentoring, modeling, classroom coaching, evaluation, inservice, curriculum development, program development and etc.

Since many teachers may perform better in cooperative as opposed to competitive environments, both systems of operation should be studied and considered rather than assuming everyone must be on the same developmental path. For another type of example, the career ladder concept may not be the most supportive program for the more experienced teacher. This same rationale probably relates to many other individual characteristics represented in the profession.

The Accountability Issue. When considering the possibility of a "two track" professional development system (cooperative & competitive) the question of accountability arises. As previously stated, one may hypothesize that many teachers, due to many personal characteristics, do not produce well in a competitive environment. This in no way must mean that they do not wish to be accountable for their work. Almost all teachers, whether they appreciate a cooperative or a competitive mode of operation, desire to be accountable for their students' learning and for their other professional responsibilities. As far as teacher evaluation goes, whether one system or another is preferred, classroom performance can (and should) be assessed using the same evaluation criteria and following the same procedures developed by district personnel.

Organizational Climate. The "psychological environment" in most career ladder districts is very high. Theoretical projections were that this component of the study would show a significant decrease after implementation of career ladder programs. This presumed effect has not occurred. The reasons for maintenance of high positive perceptions of the working environment are not clear at this point, but the importance of studying environmental variable changes has been substantiated. It is important to know that whether all teachers support career ladder programs or not, they generally feel good about what is happening with them in their work environment. Future studies will attempt to identify the reasons for professionals' positive feelings about themselves and/or their organizations.

Timing & Jurisdiction. As has been presented in associated data reports, some significant study trends are becoming quite evident, but any final summative evaluation is not advisable at this time. The second year of research data input and analysis has been completed, with one of those years occurring prior to formal implementation involving actual teacher placement on the ladders. Doctoral students normally take a minimum of two years of developmental work prior to actual implementation of problem analysis and completion, so it takes some time to get them into the system and on track. Of the approximately ten students working on formal career ladder research, one has completed and another is in the final stages.

The project has just begun to study the very important relationships between teacher performance and student academic achievement. To complete this effort, a minimum of three years will be needed to adequately show trends. Therefore, for research to be utilized in evaluation and decision making, it was recommended that, at a minimum, the career ladder pilot project be extended through 1990. Also, for purposes of continuity and the survival of philosophical and policy directions, the Joint Legislative Committee on Career Ladders was recommended to maintain direct jurisdiction and oversight for the programs rather than turn it over to the State Board of Education, as the original law had directed. Projections are that this new policy direction would result in the least amount of disruption in pilot districts and give them time to make continued revisions and adjustments in their models before

having to face a new governmental structure.

Conclusion

This concludes the summary report of the first two years of the Arizona Career Ladder Research & Evaluation Project. More specific documents, from which these results have been taken, may be obtained through a formal request to the author.

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EXHIBIT A

Table 7

Response Profile of Percentage Agree with Specific Research Components by Career Ladder Participation

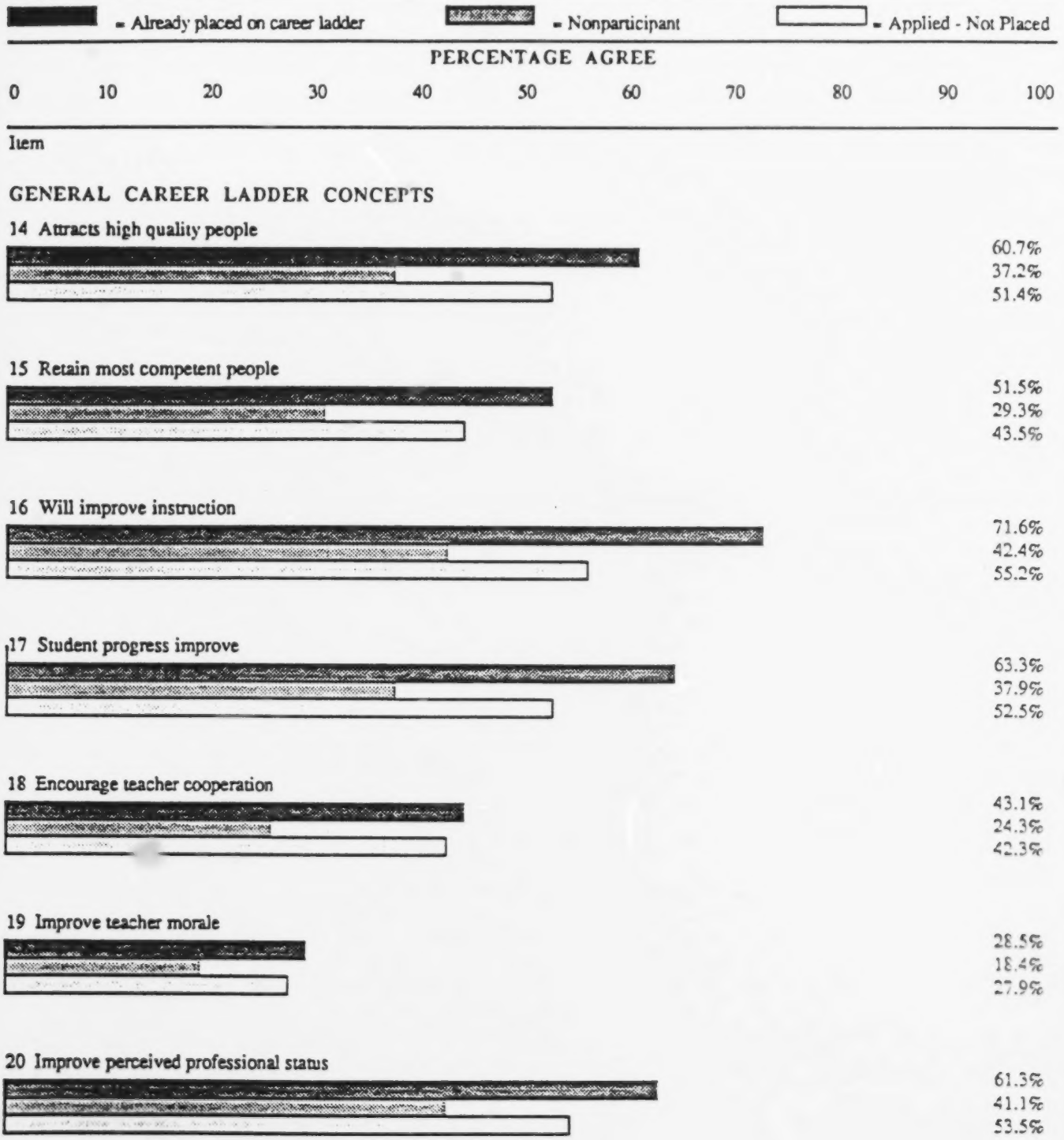


EXHIBIT B

ARIZONA CAREER LADDER SURVEY RESULTS

GENERAL CAREER LADDER CONCEPTS

Most and Least Favorable Responses

Items	District 1	2	3	4	5	6	7	8	9	10
Attracts Quality		+3		-3	+1		-2	+2	-1	
Retains Competence		+3		-3	+1		-1	+2	-2	
Improves Teaching		+3	-3	+1	+2		-1		-2	
Improves Achievement	+3	-3	+2	+1		-1	-1	-2		
Teacher Cooperation	-1		-3	+3		-1	+2		-2	+1
Helps Teacher Morale			-3	-2			-1	+3	+1	+2
Helps Teacher Status		+3	-3		+2		-2	+1	-1	+1
Financial Rewards		+3		-3		+1	-1		-2	+2
Personal Rewards		+2	-3	-1	+1				-2	+3
Clear Goals		+3	-2	-1	+1	+2	-3	+1		

Most Favorable Responses

Items	District 1	2	3	4	5	6	7	8	9	10
Attracts Quality		+3			+1			+2		
Retains Competence		+3			+1			+2		
Improves Teaching		+3		+1	+2					
Improves Achievement	+3		+2	+1						
Teacher Cooperation				+3			+2			+1
Helps Teacher Morale								+3	+1	+2
Helps Teacher Status		+3			+2			+1		+1
Financial Rewards		+3				+1				+2
Personal Rewards		+2			+1					+3
Clear Goals		+3			+1	+2		+1		

Least Favorable Responses

Items	District 1	2	3	4	5	6	7	8	9	10
Attracts Quality				-3			-2		-1	
Retains Competence				-3			-1		-2	
Improves Teaching			-3				-1		-2	
Improves Achievement		-3				-1	-1	-2		
Teacher Cooperation	-1		-3			-1			-2	
Helps Teacher Morale			-3	-2			-1			
Helps Teacher Status			-3				-2		-1	
Financial Rewards				-3			-1		-2	
Personal Rewards			-3	-1					-2	
Clear Goals			-2	-1			-3			

EXHIBIT C

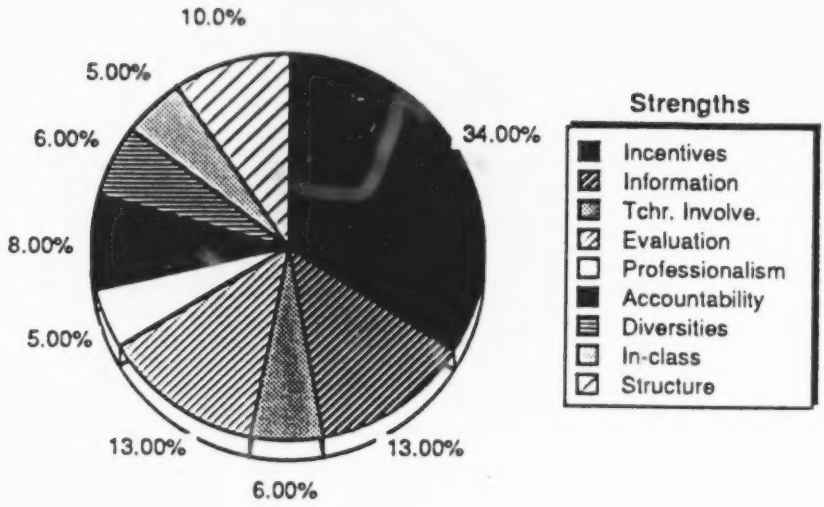


EXHIBIT A

FIGURE 1

Composite Percentage Distribution of Teacher Perceptions of Career Ladder Program Strengths and Weaknesses

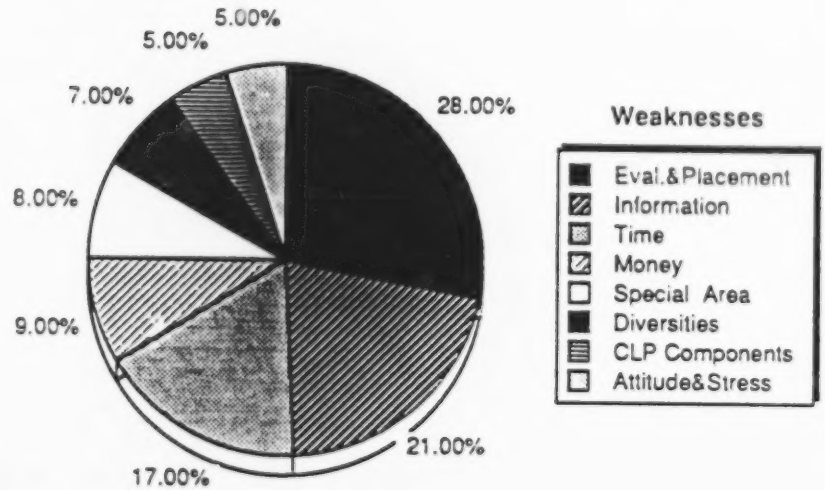
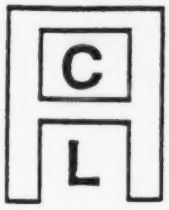


EXHIBIT D



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Dear Professional Educator:

The Arizona Career Ladder Research and Evaluation Center has been assigned the task of conducting research regarding the success of approved districts in the development of their unique career ladder pilot programs. We are very pleased to be able to do this, particularly since the State Legislature has allowed time to determine the kinds of models which work well in attracting, retaining and motivating high quality professionals.

We need your help in determining how you see various aspects of your district's career ladder plan. You will be asked to do this only once a year! The results will be used for the purpose of assisting your district in improving its program and for the Research Center to report on the results of the Arizona Pilot Career Ladder Project to the Joint Legislative Committee on Career Ladders.

Your response is confidential and your school and district name will not be used in reporting the findings. Please return this survey to the person designated by your district's career ladder coordinator as stated on the cover instruction sheet.

Please view this survey as an opportunity to express your perceptions in a confidential manner. It is not necessary to respond to any questions which make you feel uncomfortable, but remember that your perceptions count!

YOUR PERCEPTIONS ARE JUST AS VALUABLE WHETHER OR NOT YOU INTEND TO PARTICIPATE IN THE CAREER LADDER OPTION

THANK YOU!

Sincerely,

Dr. Lawrence M. Aleamoni, Professor & Director of Instructional Research & Development, U of A

Dr. Louann A. Bierlein Research Associate, NAU

Dr. G. C. Helmstadter, Professor & Director of School Personnel Evaluation & Learning Laboratory, ASU

Dr. Richard D. Packard, Professor of Research, Foundations & Administration, NAU

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DEMOGRAPHIC INFORMATION

All School District Certificated Personnel

INSTRUCTIONS: First, place the code for your school on the answer sheet. Next, select one item per question which best describes you or your position and fill in the correct location on the answer sheet. Please respond to the two sections which relate to your position.

A. District and School Code (find correct code from cover sheet and place in first four spaces of box labeled Social Security Number on answer sheet).

1. School Level at which you primarily work:
   A) Elementary B) Middle/ Junior High School; C) High School D) DNA

2. Position in District:
   A) Classroom Teacher C) Counselor E) Building Level Administrator
   B) Librarian D) Other Resource Personnel F) Central Office Administrator

3. Gender (optional):
   A) Female B) Male

4. Ethnicity (optional):
   A) Anglo C) Native American E) Asian
   B) Hispanic D) Black F) Other

5. Degree:
   A) Bachelors C) Masters E) Doctorate
   B) Bachelors + D) Masters +

6. Hours of district inservice received on the entire Career Ladder Program (e.g., evaluation instrument, criteria (EEI), procedures, portfolio development, CLP placement, criteria for upward mobility, etc.)
   A) 0 hours C) 5-8 hours E) 13 or more hours
   B) 1-4 hours D) 9-12 hours

Teachers & Other Instructional Personnel only (Administrators please skip to #12)

7. Number of years total as a teacher in the profession:
   A) 1- 3 years C) 8-15 years E) Over 25 years
   B) 4-7 years D) 16-25 years

8. I have been placed on my district's CLP.
   A) Yes B) No C) No CLP Placement has occurred

9. If you have not done so already, in the future do you intend to apply for the career ladder program:
   A) Yes B) No C) DNA since already applied to CLP

10. Number of formal & informal evaluation observations received this school year for the Career Ladder Program:
    A) 0 C) 4-6 D) 10 or more
    B) 1-3 D) 7-9 E) DNA - too early in CLP

11. Who conducted your Career Ladder evaluation observations this school year?
    A) Building admin. only C) Building + Central admin. only E) Other combination
    B) Building admin + peer evaluators D) Building + Central admin. + peer evaluators F) DNA- too early in CLP

Administrators, Supervisors, etc., only

12. Number of years in district as an administrator:
    A) Under 3 years C) 8-15 years E) Over 25 years
    B) 3-7 years D) 16-25 years

13. How many teachers have you been assigned to evaluate this year for the Career Ladder Program?
    A) 1-10 C) 21-30 E) 41 or more
    B) 11-20 D) 31-40 F) DNA - too early in CLP

PERCEPTION ASSESSMENT SCALE

Using the Rating Scale shown below, please choose the response which best describes the way you feel about the concept expressed by each statement. Please respond to each statement in relation to the Career Ladder Program in your specific district, not career ladder districts in general. Indicate your selection by filling in the appropriate space on the answer sheet.

Please darken these letters with a #2 pencil on the answer sheet to reflect your perceptions:

Rating Scale

A = Strongly Agree **C = Moderately Disagree**
B = Moderately Agree **D = Strongly Disagree**
E = Does Not Apply or Too early in CLP

A. General Career Ladder Concepts:

14. The Career Ladder Program (CLP) will attract high quality people into the teaching profession . . . . . A B C D E
15. The Career Ladder Program (CLP) will retain the most competent teachers in the classroom . . . . . A B C D E
16. The Career Ladder Program (CLP) will improve instruction . . . . . A B C D E
17. The Career Ladder Program (CLP) will improve student academic progress. . . . . A B C D E
18. The CLP encourages cooperation among teachers. . . . . A B C D E
19. The CLP will improve teacher morale . . . . . A B C D E
20. The CLP will improve the professional status of teachers in the eyes of the public. . . . . A B C D E
21. Monetary rewards available through the CLP are viewed as a significant incentive. . . . . A B C D E
22. Intrinsic rewards (personal satisfaction) available through the CLP are viewed as a significant incentive. . . . . A B C D E
23. The district's career ladder goals and objectives have been clearly communicated to teachers. . . . . A B C D E

B. Staff Development and Training Concepts

24. I have received adequate inservice on the CLP teacher evaluation system. . . . . A B C D E
25. Administrators are well trained in the CLP evaluation system. . . . . A B C D E
26. Peer Evaluators are well trained in the CLP evaluation system (if used). . . . . A B C D E
27. The district provides adequate resources to help teachers gain the skills required for advancement on the ladder. . . . . A B C D E

C. Teacher Evaluation System Concepts

28. The evaluation instruments clearly define the various levels of teaching performance. . . . . A B C D E

29. I feel that administrators evaluate teaching performance fairly for placement on the ladder. . . . . A B C D E

30. The CLP evaluation procedures are structured in such a manner to insure consistency among evaluators. . . . . A B C D E

31. The amount of time evaluators spend observing teachers is sufficient to ensure proper placements on the ladder. . . . . A B C D E

32. Time required for the CLP evaluation process is worth the benefits gained. . . . . A B C D E

33. An appropriate amount of emphasis is placed on student achievement and its relation to my CLP evaluation . . . . . A B C D E

34. Student Outcomes required by the CLP are a good reflection of my teaching performance . . . . . A B C D E

D. Peer Evaluation Concepts (Please select (E) for Does Not apply if your district does not use peers in the CLP evaluation)

35. Peer evaluators have been selected on the basis of their superior qualifications. . . . . A B C D E

36. Peer evaluators are well trained in CLP evaluation procedures. . . . . A B C D E

37. Teachers have sufficient input in the selection of the peer evaluators involved in their evaluation. . . . . A B C D E

38. Peer evaluation is only being used formatively (to assist teachers in the improvement of instruction). . . . . A B C D E

39. Peer evaluation is only being used summatively (to make decisions about placement in the CLP). . . . . A B C D E

40. I believe peer evaluation in my district encourages cooperative staff efforts. . . . . A B C D E

E. Career Ladder Placement Concepts

41. The CLP includes a fair appeal process for disagreements over placement on the ladder. . . . . A B C D E

42. Teachers clearly understand what is expected of them in order to advance on the ladder. . . . . A B C D E

43. Teachers can feel comfortable about choosing to remain at the same level on the ladder. . . . . A B C D E

44. The criteria for career ladder levels are challenging enough so that only the most competent teachers advance. . . . . A B C D E

45. The CLP clearly specifies standards for judging the contents of material submitted for CLP evaluation (portfolio, growth plan, etc.) . . . . . A B C D E

46. Adequate assistance is being provided to teachers regarding the development of materials submitted for CLP evaluation. . . . . A B C D E

47. Our CLP provides teachers with opportunities for continued advancement without leaving the classroom on a full-time basis. . . . . A B C D E

48. Teachers are adequately involved in the development of the district career ladder program. . . . . A B C D E

49. The positive effects of higher level responsibilities (teacher mentor, etc.) outweigh the possible disadvantages of being released part-time from classroom assignments. . . . . A B C D E

50. Clear criteria for CLP participation have been established for personnel whose job description differs from a regular classroom teacher. . . . . A B C D E

51. Higher level responsibilities in the CLP are appropriate assignments for those teachers selected for advancement. . . . . A B C D E

52. The district has an adequate number of trained personnel to effectively place candidates on the career ladder. . . . . A B C D E

53. The district has established a means for adequate teacher input concerning possible revisions. . . . . A B C D E

F. Organizational Climate Survey The following questions are designed to assess teacher perceptions of general organizational climate.

54. I have a feeling of belonging. . . . . A B C D E

55. I have feelings of being successful in my job assignment. . . . . A B C D E

56. I have a feeling of being rewarded for a job well done. . . . . A B C D E

57. I feel my work has a clear purpose . . . . . A B C D E

58. I am consistently provided knowledge of progress. . . . . A B C D E

59. I am provided a cooperative working environment. . . . . A B C D E

60. I am provided good leadership models. . . . . A B C D E

61. I work in an environment free from excessive stress. . . . . A B C D E

62. I feel my job has functional importance to the organization . . . . . A B C D E

63. I feel secure about my job status. . . . . A B C D E

64. Organizational goals are clearly communicated. . . . . A B C D E

65. I feel there is a strong social network in my organization. . . . . A B C D E

66. I feel good about the communication level in my organization. . . . . A B C D E

REQUEST FOR WRITTEN COMMENTS

Please respond to the following open-ended questions in reference to your district. Because the responses to these questions will be tabulated separately, please provide the following demographic information once again.

1. Name of District _____ School _____ Code _____
2. Are you on the CLP or if too early for your district, have you applied? ___ (yes) ___ (no) ___ (DNA - Admin.)
3. Years of service in teaching profession: ____ (1-3) ____ (4-7) ____ (8-15) ____ (16-25) ____ (over 25)

A. Please describe the major strength(s) of your district career ladder program.

B. Please describe the area(s) of your career ladder program which need improvement.

C. **District:** Please describe the area(s) of your District's Organizational Climate which are the strongest and those areas which need improvement

D. **School:** Please describe the area(s) of your School's Organizational Climate which are the strongest and those areas which need improvement.